

**English, Grade 11  
College Preparation ENG3C**

**Lesson 5: What is theme?**

**Connections to Financial Literacy**

Financial literacy knowledge and skills addressed in this lesson:

- ✓ *to help students acquire the knowledge and skills that will enable them to understand and respond to complex issues*
- ✓ *to develop an understanding of local and global effects of world economic forces and the social, environmental, and ethical implications of their own choices as consumers*

**Text Forms Explored in Lesson**  
Film

**Text Forms Created in Lesson**  
Response journal

Wiki, concept map, verbal visual essay, digital essay, or other student selected format for expressing and supporting opinion about the theme of the film

**Curriculum Expectations**

ORAL COMMUNICATION

**Overall Expectations:**

By the end of this course, students will:  
1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

**Specific Expectations:**

**Purpose**

1.1 identify the purpose of a variety of listening tasks and set goals for specific tasks

**Using Active Listening Strategies**

1.2 select and use appropriate active listening strategies when participating in a variety of classroom interactions

WRITING

**Overall Expectations:**

By the end of this course, students will:  
1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;

**Specific Expectations:**

**Identifying Topic, Purpose, and Audience**

1.1 identify the topic, purpose, and audience for a variety of writing tasks

**Generating and Developing Ideas**

1.2 generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as

	<p>appropriate</p> <p><b>Research</b> 1.3 locate and select information to effectively support ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate</p>
MEDIA STUDIES	
<b>Overall Expectations:</b>	<b>Specific Expectations:</b>
<p>By the end of this course, students will:</p> <p>1. Understanding Media Texts: demonstrate an understanding of a variety of media texts;</p>	<p><b>Purpose and Audience</b> 1.1 explain how media texts, including increasingly complex or difficult texts, are created to suit particular purposes and audiences</p> <p><b>Interpreting Messages</b> 1.2 interpret media texts, including increasingly complex or difficult texts, identifying and explaining the overt and implied messages they convey</p> <p><b>Evaluating Texts</b> 1.3 evaluate how effectively information, ideas, themes, issues, and opinions are communicated in media texts, including increasingly complex or difficult texts, and decide whether the texts achieve their intended purpose</p> <p><b>Audience Responses</b> 1.3 explain why the same media text might prompt different responses from different audiences</p> <p><b>Critical Literacy</b> 1.5 identify the perspectives and/or biases evident in media texts, including increasingly complex or difficult texts, and comment on any questions they may raise about beliefs, values, identity, and power</p>
<p>3. Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;</p>	<p><b>Purpose and Audience</b> 3.1 describe the topic, purpose, and audience for media texts they plan to create</p> <p><b>Form</b> 3.2 select a media form to suit the topic, purpose, and audience for a media text they plan to create, and explain why it is a highly appropriate choice</p>
<p>4. Reflecting on Skills and Strategies: reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.</p>	<p><b>Metacognition</b> 4.1 explain which of a variety of strategies they found most helpful in interpreting and creating media texts, then evaluate their strengths and weaknesses as media interpreters and producers to help identify the steps they can take to improve their skills.</p>

## Learning Goals

**By the end of this lesson, students will know, understand, or be able to:**

- Be able to identify and reflect on the perspectives depicted in a text
- Compare and contrast their own life experiences with those of fictional characters
- Identify elements of a fictional text that shape the content and meaning of the text
- Identify conventions or techniques used in fictional texts and explain how they convey meaning and influence student's personal understanding of the world

**Teaching Emphasis** - *It is important to note that the teaching emphasis should be informed by the student observations/learning. The following are examples of possible emphases that address these learning goal(s):*

- *How does the author of this build empathy for the characters and their situations?*
- *What is the message the author is trying to convey?*
- *Why is the message significant in the world we live in?*

**Note:** Teachers will need to use their professional judgement to determine how long it will take to cover the content in this lesson. A guideline is:

- Four to five days to view, reflect on and discuss the film and the writer's craft
- Three to five days to develop culminating task, co-construct success criteria, respond to the tasks created by peers, and polish task

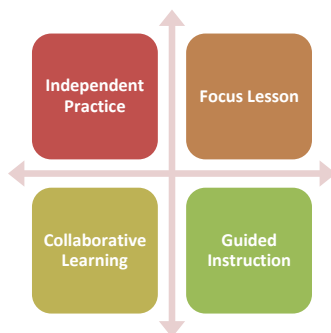
## Instructional Components and Context

Readiness & Instructional Strategies	Terminology	Materials
<p><b>Prior learning:</b> Students should be able to identify and distinguish between the following terms:</p> <ul style="list-style-type: none"> <li>• Text form</li> <li>• Text purpose</li> <li>• Intended audience</li> <li>• Text features</li> </ul>	<p><b>Related to the Curriculum</b></p> <ul style="list-style-type: none"> <li>• Perspective</li> <li>• Character</li> <li>• Location/ Setting</li> <li>• Tropology (Figurative Language)</li> <li>• Rhetoric</li> <li>• Structure</li> </ul> <p><b>Related to Financial Literacy</b></p> <ul style="list-style-type: none"> <li>• Poverty</li> <li>• Affluence</li> <li>• Third World</li> <li>• Developing Country</li> <li>• Underdeveloped Country</li> </ul>	<p><b>Minds On:</b> Handout 5-1: Elements of Cognitive Design</p> <p><b>Action:</b> Handout 5-2: Elements in the Film <i>Slumdog Millionaire</i></p> <p><b>Consolidation:</b> Access to a computers Access to a wiki or blogging site where students can post reflections after discussion and respond to the posts of peers (e.g. wikispaces, wordpress, edu.glogster)</p>

## Instructional Strategies

This lesson is built around **Gradual Release of Responsibility**

In GRR, four things should happen in every lesson, every day. These four things can happen in any order:



**Quality Indicator 1- Complexity of Task:** *The task is a novel application of a grade-level appropriate concept and is designed so that the outcome is not guaranteed (a chance for productive failure exists).*

**Quality Indicator 2 - Joint attention to tasks or materials** *Students are interacting with one another to build each other's knowledge. Outward indicators include body language and movement associated with meaningful conversations, and shared visual gaze on materials.*

**Quality Indicator 3 - Argumentation not arguing:** *Student use accountable talk to persuade, provide evidence, ask questions of one another, and disagree without being disagreeable.*

**Quality Indicator 4 - Language support:** *Written, verbal, teacher, and peer supports are available to boost academic language usage.*

**Quality Indicator 5 - Grouping:** *Small groups of 2-5 students are purposefully constructed to maximize individual strengths without magnifying areas of needs (heterogeneous grouping).*

**Quality Indicator 6 - Teacher role:** *What the teacher is doing while productive group work is occurring – monitoring comprehension and application.*

**Sources:** *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility* by Douglas Fisher and Nancy Frey  
<http://www.fisherandfrey.com/>

### Minds On

- ♦ Establishing a positive learning environment
- ♦ Connecting to prior learning and/or experiences
- ♦ Setting the context for learning

### Lesson Description

### Notes to teacher:

**Minds On** The teacher will post a purpose statement for the lesson:

- Articulate how the author has used Cognitive Design Elements in the film Slumdog Millionaire so that we can see how these interrelate and support the theme.
- Learn about the living conditions of individuals in other parts of the world where poverty looks and feels different than it does where we live, so that we can better understand and empathize with the perspectives we might encounter in texts.

Design elements **work together**, and are **often overlapping**, to help develop the theme. When writers write, they do think of the impact they want to have on readers and thus use these tools to help create that impact. Yes, sometimes there are happy accidents, things of which the writer

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may not be conscious; however, for the most part, a writer works extremely hard to use the tools of writing to make a central impression on the reader.

### Action

- ♦ Introducing new learning or extending/reinforcing prior learning
- ♦ Providing opportunities for practice and application of learning (guided → independent)

### Lesson Description

### Notes to teacher:

#### Guided Instruction

1. Provide students with **Handout 5-1: Elements of Cognitive Design**. Teacher should model his/ her thinking around **one** of the design elements for an introductory segment of the film (approximately 25 to 30 minutes).  
Note: Teacher modeling of thinking is a very effective reading/ viewing strategy. Students often do not **actively** view media texts. Thinking around Structure is a very good choice for teacher modeling and a way to help students to move from being passive into being active viewers of text.

#### Independent

2. As a class, view the rest of the film, *Slumdog Millionaire*, in four more segments. For each of these segments, have student select a different design element.
3. On their own have students respond to the prompts on **Handout 5-2: Elements in the Film Slumdog Millionaire**.

#### Collaborative

4. After students have had an opportunity to reflect on their own and record their ideas about the use of Cognitive Design Elements, move them into groups of 4 to have a conversation about what they noticed in relation to the Cognitive Design Element they selected. Ideally students would work with

### Handout 5-2: Elements in the Film Slumdog Millionaire

The handouts are titled 'Handout 5-2: Elements in the Film Slumdog Millionaire'. Each handout contains a title, a description of the design element, and a section for student response. The design elements are Sound, Color, Camera, and Structure. Each handout has a title, a description, and a section for student response.

### Gradual Release of Responsibility

#### Teacher role:

While productive group work is occurring, the



students who have selected a different Cognitive Design Element than they did so that they have an opportunity to notice overlap in the elements and the way they are used in the film.

5. Repeat this process of selecting Cognitive Design Element, watching, reflecting independently, sharing with peers, adding to reflections for the next three classes.

*teacher circulates to monitor –*

- ✓ *Comprehension.*
- ✓ *How students are interacting with one another to build each other's knowledge.*
- ✓ *Body language and movement associated with meaningful conversations, and shared visual gaze on materials.*
- ✓ *Students are using accountable talk to persuade, provide evidence, ask questions of one another, and disagree without being disagreeable.*

### Consolidation

- ♦ Providing opportunities for consolidation and reflection
  - ♦ Helping students demonstrate what they have learned
- Components of Consolidation:
- discussion of student work
  - teaching emphasis
  - highlights and summary
- independent or further guided practice

Provide students with an opportunity to identify what the film *Slumdog Millionaire* is saying about money, poverty, or affluence. Students may wish to connect these topics to happiness in their theme statements.

Once they have identified the theme of the film, allow them to show how the theme has been developed in the film through the use of the design elements. Provide students with choice about how they will support their theme choice. Some ideas include having them create a wiki, a verbal visual essay, a concept map, a digital essay using a movie maker program, or a PowerPoint presentation.



### Differentiated Instruction

Providing students with the opportunity to select the format they will use to convey the theme of the film and the elements the author used to develop the theme is an effective way to differentiate a task based on student interest.



### Assessment as learning

Provide students with an opportunity to co-construct the success criteria for their culminating task.



### Assessment of learning

Allow students to reflect on their culminating task and to select and describe the success criteria which they would like to receive feedback on – including one strength and one area they would like to improve.

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